1. OVERVIEW AND ADMINISTRATIVE ARRANGEMENTS

1.1 Marketing Strategy MARK 6310 Course Description
This course provides students with a foundation for applying the concepts and principles of marketing. Students should become acquainted with the role of marketing in organizations (including how it relates to other functional areas) and develop the ability to make strategic marketing decisions.

1.2 Textbook and Cases
The course is predominantly case-based. In addition to the cases, you can use any Marketing Strategy textbook of your choice. Please see Annexes B and C for a description of cases and other resources used in this course.

1.3 Course Website: Blackboard
I have set up the course on Blackboard Learning. You will need your UTRGV username and password to access the Blackboard website. Once you are there, you will find this class in your Course List. Check this site for class announcements, documents, materials and other related information. You may use the website to send e-mails to me or your fellow classmates and download class notes. It is your responsibility to check the Blackboard website on a regular basis so that you would not miss any important information.

1.4 Email Contact
Any email communication should take place using the student’s UTRGV address and the faculty UTRGV-assigned email address. Discussing non-directory information using a private account (i.e. Hotmail, gmail, etc.) is not secure and is a Family Educational Rights and Privacy Act (FERPA) violation. Following COBE policy, I will not be able to reply to emails that are not sent via the UTRGV email or Blackboard account.
1.5 Students with Disabilities
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations: Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services: Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

1.6 Sexual Harassment, Discrimination, and Violence
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

1.7 Mandatory Course Evaluation Period
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about: April 10 – May 1.

1.8 Student Services
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:
• Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
• Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
• Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
• Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

2. ACADEMIC REQUIREMENTS

2.1 Learning Goals
The learning goals for this course are driven by the mission of the College of Business and Entrepreneurship. Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships. Your mastery of these learning goals and objectives help us to achieve this mission.

<table>
<thead>
<tr>
<th>MBA Learning Goals</th>
<th>This course contributes to the following College of Business and Entrepreneurship learning goals:</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate collaborative and leadership skills as related to a global business environment.</td>
<td>☑️</td>
<td>Marketing plan group project Case studies</td>
</tr>
<tr>
<td>Show effective writing and oral skills at a level appropriate for business executives.</td>
<td>☑️</td>
<td>Presentations and written solutions for marketing plan group project and case studies</td>
</tr>
<tr>
<td>Aware of and classify ethical issues and behaviors.</td>
<td>Not explicitly</td>
<td>Case studies</td>
</tr>
<tr>
<td>Apply analytical techniques and quantitative analysis for effective decision making in various functional areas.</td>
<td>Not explicitly</td>
<td>Harvard Marketing Simulation Marketing plan group project Case studies</td>
</tr>
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<table>
<thead>
<tr>
<th>Major Learning Goals</th>
<th>This course contributes to the following Department of Marketing and course-specific learning objectives:</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking and problem solving abilities</td>
<td>☑️</td>
<td>Harvard Marketing Simulation Marketing plan group project Case studies</td>
</tr>
<tr>
<td>Ability to engage in constructive criticism and collaborative decision making within a group.</td>
<td>☑️</td>
<td>Case study class discussions</td>
</tr>
<tr>
<td>Knowledge and ability to apply the following concepts in real-world situations: - Markets, exchange, competitive</td>
<td>☑️</td>
<td>Marketing plan group project Case studies</td>
</tr>
</tbody>
</table>
advantage
- B2B vs. B2C markets
- Strategic planning
- Segmentation, Targeting, Differentiation, Positioning
- Strategic branding
- opportunities and challenges
- Marketing Program, including strategic decisions on products, pricing, distribution channels, and communication
- Corporate Social responsibility
- CRM and long-term customer relationships
- Value, satisfaction, loyalty, customer retention
- Customer engagement

2.2 Teaching Philosophy
The course is based on a participant-centered learning philosophy. This philosophy implies that teachers are facilitators of students’ active and purposeful efforts towards a successful learning experience rather than “providers of knowledge”. Students’ motivation and effort are the most important determinants of their learning experiences and outcomes. Students should not regard class attendance as another daily task that can be easily compromised. Teachers play a secondary role by creating the right atmosphere, providing an expert view of the subject matter, and managing student conduct and progress. Vicarious learning and learning-by-doing complement each other, with the latter being of greater significance.

2.3 Submission of Assignments and Other Documents
Unless otherwise stated, all work should be submitted electronically through Blackboard. Please add a cover page with the relevant information of the assignment, such as your name, course name and ID, title of assignment, etc. Please proofread your submissions and make sure you eliminate any errors related to spelling, grammar, and format. Make sure to indicate page numbers on any document longer than one page.

2.4 An Important Note on Group Assignments
We will form teams during the first two or three weeks of class in the classroom. For any group assignment, I expect all members of the team to contribute substantially to the team effort. Please be aware that team members can be dropped from a team when failing to contribute. Those team members who are dropped from a team will not receive credit for the assignment, which usually affects the overall semester grade substantially. Team members are expected to contact and motivate unproductive peers to participate. If this does not work, team members can contact me to clarify the problem.

All team members will be held responsible for the quality of group assignments. It is highly recommended to implement procedures in your team work able to prevent single team members from copying material from the Internet or other sources without going undetected by the other team members.

2.5 Missed Exam Policy
Missed exams will usually not be accepted unless prior arrangements have been made in advance with me. Events that justify a make-up exam are accidents, death in the immediate
family, work-related absence (given that all other options have been considered), and conflicts with exams in another class. You will need my approval for the make-up exam and you will be asked to fully document your absence. Make-up exams may not have the same format as the regular exam and can consist of short (paragraph-length) essays or several open questions. My experience shows that scores on the make-ups tend to be lower than those on the regular exams.

2.6 Late Assignment Policy
Please respect all due dates for submissions. It is your responsibility to be aware of all deadlines published on Blackboard. If you miss a deadline, you can submit the assignment up to 48 hours after the deadline, but it will count 80% of the full grade only.

2.7 Absence Policy
Class attendance is considered very important in this course. Attendance will be taken usually in every class. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. If you miss a class, you will be fully responsible to get the notes and comments from a peer in your class.

2.8 Scholastic Honesty
As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students. My advice: Just don’t do it.
### 3 TOPICS AND TENTATIVE SCHEDULE

**Note:** Some elements of this schedule may be skipped or rearranged.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
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</thead>
</table>
| 1    | Jan 14 | Introduction to the Course  
Introduction to Marketing Strategy |
| 2    | Jan 21 | MARTIN LUTHER KING JR. HOLIDAY – NO CLASSES |
Theory wrap up: The marketing program: product strategy, pricing strategy, supply chain strategy, IMC strategy; strategic issues in branding. |
Theory wrap up: Data collection and analysis for strategic decision-making; STDP (segmentation, targeting, differentiation, positioning).  
Preparation time for case 1 / marketing plan |
Preparation time for case 2 / marketing plan |
| 6    | Feb 18 | Case 1: Geely / Volvo [Team xx presents – all teams submit written case solution report]  
Preparation time for case 2 / marketing plan |
| 7    | Feb 25 | Theory wrap up: Corporate social responsibility, stakeholder orientation, marketing ethics.  
Preparation time for case 2 / marketing plan |
| 8    | Mar 4  | Case 2: Cavinkare [Team xx presents – all teams submit written case solution report]  
Preparation time for case 3 / marketing plan |
| 9    | Mar 11 | SPRING BREAK – NO CLASSES |
Preparation time for case 3 / marketing plan |
| 11   | Mar 25 | Case 3: Mamma Mia! China [Team xx presents - all teams submit written case solution report]  
Preparation time for case 4 / marketing plan |
| 12   | Apr 1  | Case 4: Koufu Singapore [Team xx presents - all teams submit written case solution report]  
Preparation time for case 5 / marketing plan |
| 13   | Apr 8  | Case 5: Daimler: Reinventing Mobility [Team xx presents - all teams submit written case solution report ]  
Preparation time for case 6 / marketing plan |
| 14   | Apr 15 | Case 6: Caffé Bene [Team xx presents - all teams submit written case solution report]  
Preparation time for marketing plan document and presentations |
| 15   | Apr 22 | Marketing plan poster presentations (all teams).  
Nota: The presentations are one week before the deadline for the document submission to give you time to make adjustments based on the feedback you received from the audience.  
Preparation time for case 7 / marketing plan |
| 16   | Apr 29 | Case 7: Make Up Store [Team xx presents - all teams submit written case solution report]  
Deadline for marketing plan submission  
Harvard Simulation closes at 11:59 pm |
| 17   | May 06 | Final exam (individual case analysis) 08:00-09:45 pm |

Due dates:  
P=Student presentation (only assigned team),  
C=Case study written report (all teams),  
A=Assignment (all teams),  
RA=Read article/watch video
4 COURSE COMPONENTS

4.1 Participation
Participation in this course is encouraged and in fact highly desired. It forms part of the grading components for the course. Participation will be graded based on consistency as well as quality.

4.2 Cases
Cases are teamwork. Please see for comments on the case method and a list of cases Annex B. The cases can be found on Blackboard, organized by due date.

4.3 Articles
We will discuss several articles from business and marketing related magazines and journals. No submission is needed regarding these articles, but students are expected to read the articles before the class session indicated in the schedule and to actively participate in the discussion. Please find the references for these articles in Annex C. The pdf files can be found on Blackboard, organized by due date.

4.4 Elaboration of Marketing Plan
The marketing plan is teamwork.

Before you do anything, please read the sample plans on Blackboard and have a close look on the annotations for marketing sample plan #3. Please note that these sample plans are just this, they are examples. Your final marketing plan will be graded based on the marketing plan RUBRIC (available on Blackboard). Without considering the rubric, you document will most probably remain deficient.

For your marketing plan, you can use either a new idea or an existing company. Writing your marketing plan for a real business or a non-profit organization is highly encouraged. It is highly desired that you conduct interviews with the owners or managers of the organization to learn about the business. One of the objectives of your marketing plan is that it should add real value. Thus, please do not write your marketing plan for an organization that already has a functional marketing plan, and you would just copy their plan instead of generating something new. You may talk to me about your ideas before starting to work on your marketing plan.

The final document should be 12-18 pages long (1.5 or double-spaced), including cover page and references.

4.5 Harvard Marketing Simulation: Managing Segments and Customers
In this single-player simulation, students define and execute a business-to-business marketing strategy at a manufacturer for motors used in medical devices. Customers are divided into market segments based on their requirements for two key motor performance features and price. Students must analyze each market segment and decide which new customers they want to acquire while also considering the loyal customers they must retain. The score students obtain at the end of each run is a weighted average of customer satisfaction, market share, cumulative revenue, and cumulative profit. Very important: Only completed runs count. That is, in case you get fired or do not complete the run, the score you see will NOT count. Once you enter the simulation, you will first get to a Prepare Menu where you will find the foreground reading (5-page pdf-file). Please read this document carefully. The six-month license for the simulation costs $15.00 and has to be paid by credit card. I am not sure if international cards (for example, from Mexico) are accepted. To register, please follow this link:
You can play the Harvard simulation as often as you want and only your highest score counts towards your grade.

### 4.6 Exam
There is a final, but no midterm exam. The final exam consists of an individual written case analysis. The case solution for this exercise should follow the same structure as the cases we have seen in class.

### 5 GRADING
Your final grade will be based on the following components:

<table>
<thead>
<tr>
<th>Components</th>
<th>Teamwork or Individual</th>
<th>Maximum Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class contribution (participation and presentations)</td>
<td>I</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Harvard Simulation</td>
<td>I</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>T</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Written Case solutions</td>
<td>T</td>
<td>350</td>
<td>35%</td>
</tr>
<tr>
<td>Final exam (case analysis)</td>
<td>I</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Note: I=individual, T=team work*

Your letter grade will relate to the points you obtain as follows:

- 900 points or more: A
- 800-899 points: B
- 700-799 points: C
- 600-699 points: D
- Less than 600 points: F

### ANNEX A: Instructions for Case Presentations

- Presentations should be approximately 15 minutes long. I will terminate any presentation that is longer than 20 minutes. Please assume that all participants read the case. That means that no case summary is needed and you should jump immediately to the problem, analysis, alternatives, and recommendations.
- Any videos you want to show should be very short.
- If it was your turn to present the case, upload your presentation (one per team; Powerpoint slides saved as pdf file or similar) to Blackboard. Keep in mind that all teams have to submit a written case solution for ALL cases.
ANNEX B: Instructions for Case Studies

Case studies are based on problem-solving and decision-making skills rather than pure knowledge. During this course, you will work on a total of seven case studies. You will find the due dates for the case studies in your schedule. On due date, every group has to submit the case solution in form of a report. For the solution of any of these cases, you are obliged to include additional material, especially magazine and journal articles, and to document this material in the references section of your report. I highly recommend using article databases such as EBSCOHost available at UTRGV. On due date, every group has to upload a written report and the team that presented the case should also submit the presentation slides. It is highly recommended to have access to the relevant case during class so that we can track important information during the class discussion, if necessary.

Cases typically come without specified questions at the end. Your case solution should be between 7-9 pages long (double-spaced, including cover page), and include at least: introduction, description of the problem, description of alternatives, selection of alternatives, recommendations and conclusions, and references. Do not forget to justify and explain your recommendations.

I expect all teams to investigate in secondary sources (especially relevant magazine articles) so you get better insights about customers’ needs, preferences, and trends in the industry. For example, for the first case (Geely/Volvo), you can find relevant information when searching for Geely and Volvo, but even more importantly, you should include insights from consumer needs, and wants, preferences, behaviors, and trends in the relevant industry (for Geely/Volvo: the automotive industry). For some cases, you may find information that immediately relates to the country where the case is situated, while for others, you may need to extrapolate insights from other countries to your specific context.

Many cases can be viewed from a strategic or a more tactical perspective, and they also can be viewed from a marketing, management, human resources, or financial perspective. Because this class is about strategic marketing, please take a strategic marketing perspective.

We will discuss the following cases:

1. Geely Automotive’s Acquisition of Volvo (2015) [Blackboard]
4. Koufu Singapore (2017) [Blackboard]
5. Daimler: Reinventing Mobility (2017) [part of the Harvard course package]

ANNEX C: Journal Articles for Reading

Magazine and journal articles in this class are used for in-class discussion. No formal submission is needed. You are expected to come to class well-prepared and to provide a verbal
summary and critical evaluation of each article, if being asked for. The articles to be discussed for the current semester are: